

**School Committee  
Meeting Book**

**September 23, 2015  
7:00 pm**

**Town Hall  
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS  
School Committee



MEETING AGENDA  
September 23, 2015 7:00pm  
Town Hall—Selectmen’s Meeting Room

<u>Items</u>	<u>Suggested time allotments</u>
I. Public Participation	7:00 – 7:10
II. Chairperson’s Report & Members’	Reports
III. Superintendent’s Report	
IV. Time Scheduled Appointments:	
A. SHS Student Advisory Committee: Report	7:10 – 7:30
V. Curriculum	
VI. Policy	
A. Bullying Statistics: Annual Report	7:30 – 7:40
VII. Finance & Operations	
A. Grants: Report & Vote to Accept	7:40 – 8:00
B. School Transportation: Report	8:00 – 8:15
C. Fiscal Year 2017 Priorities & Guidelines: Initial Presentation & Discussion	8:15 – 8:30
VIII. Old Business	
IX. New Business	
A. Superintendent’s Annual Goals: Vote	8:30 – 8:40
B. Appointment of Representative to Assabet Valley Collaborative Board of Directors: Vote	8:40 – 8:45
X. Approval of Minutes	8:45 – 8:50
XI. Executive Session	
A. For the purpose of discussing negotiations with the Shrewsbury Education Association, Unit A	8:50 – 9:15
XII. Adjournment	9:15

Next regular meeting: October 7, 2015



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**ITEM NO: I. Public Participation**

**MEETING DATE: 9/23/15**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

**BACKGROUND INFORMATION:**

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

**ITEM NO: II. Chairperson's Report/Members' Reports**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report from Mr. John Samia, Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

**BACKGROUND INFORMATION:**

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

**STAFF AVAILABLE FOR PRESENTATION:**

Mr. John Samia, Chairperson  
Ms. Sandra Fryc, Vice Chairperson  
Ms. Erin Canzano, Secretary  
Dr. B. Dale Magee, Committee Member  
Mr. Jon Wensky, Committee Member

**ITEM NO: III. Superintendent's Report**

**SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

**BACKGROUND INFORMATION:**

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

**ACTION RECOMMENDED FOR ITEMS I, II, & III:**

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: **IV. Time Scheduled Appointment**

MEETING DATE: **9/23/15**

**A. SHS Student Advisory Committee: Report**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to accept a donation from the sixth annual *Celebration in the Garden* fundraiser held on June 14, 2014?

BACKGROUND INFORMATION:

1. This past June, the seventh annual *Celebration in the Garden* was held at the Fallon House at 4 Prospect Street in Shrewsbury. This event included a variety of sponsors and both silent and live auctions.
2. Members of the event's host committee will provide the School Committee with highlights of the event and ask that the School Committee accept their donation of \$35,000.

ACTION RECOMMENDED:

That the School Committee accept the report and vote to accept the donation.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools  
Ms. Mary Beth Banios, Assistant Superintendent  
Members of the Celebration in the Garden Host Committee



SHREWSBURY PUBLIC SCHOOLS  
School Committee



## Memo to the School Committee: Gift from Celebration in the Garden Party

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Joseph M. Sawyer, Ed.D.  
Superintendent

September 4, 2014

To: School Committee

Re: Gift from Celebration in the Garden Party

### **Available Funds**

Through the hard work and dedication of many Shrewsbury community members, significant funds were again raised for the Shrewsbury Public Schools through the final year of the “Celebration in the Garden” fundraising event. This year, the organizers of this event are contributing \$35,000 to our schools.

### **Distribution of Funds**

These funds will be deposited into the Colonial Fund account and then allocated proportionally to each school to provide funding for needs and opportunities. The fund allocation will be as follows.

Parker Road Preschool:	\$1,500
Beal Early Childhood Center:	\$1,750
Coolidge School:	\$2,500
Floral Street School:	\$4,000
Paton School:	\$2,000
Spring Street School:	\$2,000
Sherwood Middle School:	\$5,750
Oak Middle School:	\$6,000
Shrewsbury High School:	\$9,500
<b>Total:</b>	<b>\$35,000</b>

### **Investment of Funds**

In recent years, the majority of funds have been devoted to technology purchases for items such as interactive white boards, projectors, document cameras, iPads, wireless networks, and educational software and apps. Without these funds, a great deal of the innovative work happening across our schools would not be possible. We expect that this year’s funds will be used similarly, and that they will have a significant impact on our ability to prepare our students for a 21st century learning and work environment. We are extremely grateful to the Garden Party Host Committee, the event sponsors, and participants for enabling this generous gift to our schools.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: **IV. Time Scheduled Appointment**  
**B.**

MEETING DATE: 9/23/15

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a legislative update from Rep. Hannah Kane regarding state level issues affecting education?

BACKGROUND INFORMATION:

1. Each year, the School Committee invites our local state representative to brief the Committee on developments at the state legislature relative to public education.
2. Rep. Kane will update the Committee on issues related to budget and any other issues of interest.

ACTION RECOMMENDED:

That the School Committee discuss the update and take whatever steps action as it deems necessary in the best interest of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools  
State Representative Hannah Kane



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: **IV. Time Scheduled Appointment**  
**C.**

MEETING DATE: **9/23/15**

PECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on a proposed charter school to be located in Shrewsbury and vote to submit feedback regarding the proposal to the Commissioner of Elementary & Secondary Education?

BACKGROUND INFORMATION:

1. Under Massachusetts law, a group may submit a prospectus for a proposed charter school to the Commissioner, who then decides whether to advance the proposal to the full application stage.
2. A group has submitted a prospectus for a proposed charter school titled Massachusetts Biotechnology Charter School. The group indicates it intends to locate the school in Shrewsbury.
3. The district administration recommends that the School Committee vote to submit the enclosed letter to the Commissioner stating its opposition to advancing this proposal to the full application stage.
4. Dr. Sawyer and Mr. Collins will present information and summarize the reasons why the administration recommends this action.
5. The Massachusetts Biotechnology Charter School prospectus was sent under separate cover.

ACTION RECOMMENDED:

That the School Committee hear the report and vote to submit the enclosed letter of opposition to the proposed Massachusetts Biotechnology Charter School to the Commissioner of Elementary & Secondary Education.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools  
Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations



SHREWSBURY PUBLIC SCHOOLS  
School Committee



## Shrewsbury Public Schools School Committee

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John Samia, Chairperson - Sandra Fryc, Vice Chairperson - Erin Canzano, Secretary  
Dr. B. Dale Magee – Jon Wensky

### DRAFT

Dear Commissioner Chester:

We respectfully ask that you not move the proposal for the Massachusetts Biotech Charter School forward to the full application stage.

We have reviewed the prospectus that the applicants submitted, and we believe this proposed charter school, which is proposed to be located in Shrewsbury, should not be advanced primarily because it would be redundant, and therefore a poor choice for investing valuable and scarce public education funding. Further, local students already have multiple similar public school options, there would be a negative financial impact on our school district, and the viability of the project as proposed is questionable.

Over the past two decades, the Commonwealth has invested millions of dollars in the Shrewsbury Public Schools and the other school districts from which the Massachusetts Biotech Charter School (MBCS) proposes to draw its students. In Shrewsbury, this includes a new high school in 2002, a renovated 7th and 8th grade middle school in 2004, and a new 5th and 6th grade middle school in 2013, as well as millions of dollars in state education aid, primarily through the Chapter 70 and Circuit Breaker programs. The Commonwealth's return on this investment has been very strong, as our students have achieved outstanding results in academics, the arts, robotics, speech and debate, and athletics, including national recognition in many cases. The Center for American Progress has twice ranked Shrewsbury in the top 2 to 3% of over 9,000 K-12 districts in the U.S. for "return on educational investment."

It would be odd if we as a local district informed the Department of Elementary and Secondary Education that, despite this investment, we wished to duplicate our efforts and invest millions of dollars in opening a separate grade 6-12 school in our community, which would draw a number of students away from our existing schools to provide an extremely similar educational experience, but with a focus on biotechnology. The DESE would rightfully question why we would choose to compromise our current economy of scale by creating an entirely new school to provide mostly the same types of educational experiences that are already so successful. The DESE would surely also note that Shrewsbury families who, for whatever reason, wish for a different public education option already have several such choices, including an existing charter school focused on STEM (the Advanced Math and Science Academy in Marlborough, where about 70 Shrewsbury students attend), a vocational technical high school that already has a well-regarded biotechnology program (Assabet Valley Technical High School in Marlborough, where about 130 Shrewsbury students attend), and an innovative state-funded STEM high school program run in conjunction with Worcester Polytechnic Institute in Worcester (Mass Academy at WPI, a small program with a significant percentage of Shrewsbury students attending).



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



The following table illustrates in more detail how the proposed charter school duplicates existing educational programming and experiences that Shrewsbury students currently enjoy:

<b>Proposed Massachusetts Biotechnology Charter School</b>	<b>Shrewsbury Public Schools</b>	<b>Notes</b>
<p>Focus on biotechnology as an organizing element, including connections to local scientists and opportunities for internships, and encouragement of independent study focused on an area of interest within biotechnology</p>	<p>Students in middle and high school have significant opportunities to experience high-level STEM instruction, including:</p> <ul style="list-style-type: none"> <li>• All 7th graders participate in hands-on DNA lab at UMass Medical School’s Shrewsbury campus</li> <li>• Research methods classes at Shrewsbury High School require authentic scientific research projects and make connections with local scientists at UMass Medical and other area organizations</li> <li>• Shrewsbury High School has an existing internship program for seniors</li> <li>• Shrewsbury High School has an existing “Senior Exhibition” independent research project course</li> <li>• Oak Middle School (7th &amp; 8th grades) provides a 30 day project-based engineering design class in both grades</li> <li>• Shrewsbury High School offers multiple engineering courses that are part of the Project Lead the Way engineering program (WPI is our university partner for this)</li> </ul>	<ul style="list-style-type: none"> <li>• A large number Shrewsbury High School students routinely win honors at both regional and state science fairs</li> <li>• Scientists from UMass Medical school are guest lecturers at Shrewsbury High School classes, including the school’s Bioethics class</li> <li>• Shrewsbury middle level girls, along with girls from Westborough, participate each year in a Women in Science conference where they learn from various local women who work in STEM fields.</li> </ul>
<p>Opportunities for students to accelerate curriculum and access Advanced Placement courses</p>	<ul style="list-style-type: none"> <li>• Shrewsbury middle schools employ an innovative advanced math program that provides multiple opportunities for students to participate in accelerated and enriching mathematics experiences</li> <li>• Shrewsbury recently shifted its middle level math</li> </ul>	<ul style="list-style-type: none"> <li>• In recent years, Shrewsbury has been named twice to the College Board’s AP Honor Roll for expanding access to Advanced Placement courses while maintaining or improving results</li> <li>• Recent Shrewsbury graduates are attending the finest science and</li> </ul>



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



	<p>curriculum to introduce more algebra topics in grade 7 and expand algebra topics in grade 8, in line with the “accelerated pathway” approach with state curriculum frameworks</p> <ul style="list-style-type: none"> <li>• Shrewsbury High School students have ample access to Advanced Placement math and science courses</li> <li>• Due to the middle level advanced math program, some students are completing available AP math courses prior to senior year, so a college level mathematics modeling class has been added to the high school program of studies</li> </ul>	<p>engineering colleges and universities</p>
<p>Access to technology in the classroom with class sets of Chromebooks, option to take home a Chromebook if the family does not have digital access at home</p>	<ul style="list-style-type: none"> <li>• As of this year Shrewsbury now provides a digital device (iPad) to all students in grades 5-12 for home use throughout the year, with no fee</li> </ul>	<ul style="list-style-type: none"> <li>• Shrewsbury began its digital education initiative three years ago with the opening of the new Sherwood Middle School by providing a 1:1 learning environment for all 5th and 6th grade students; this expanded to 7th and then 8th grades, and now this year will include all high school grades as well</li> <li>• Shrewsbury routinely hosts other districts who are interested in the innovative instructional strategies utilizing technology that our district has adopted</li> </ul>
<p>Opportunities for co-curricular experiences such as robotics and speech and debate</p>	<ul style="list-style-type: none"> <li>• Shrewsbury has longstanding existing robotics teams at both the middle and high school levels</li> <li>• Shrewsbury has longstanding speech and debate teams at both the middle and high school levels</li> </ul>	<ul style="list-style-type: none"> <li>• The Shrewsbury High School Robotics team has recently won a regional competition and just last year received the prestigious “Chairman’s Award” at the New England Regional Tournament</li> <li>• The Shrewsbury High School Speech &amp; Debate team is always among the top teams in the state and was ranked in the top five nationally in both 2013 and 2014</li> </ul>



## SHREWSBURY PUBLIC SCHOOLS School Committee



The information above illustrates just a few areas where it is clear that Shrewsbury students already have the opportunities that this proposed charter school would provide; should the proposal advance to the full application stage, an even more detailed comparison would be provided, as other areas listed in MBCS's prospectus, such as utilizing a project based learning approach, ensuring students are globally aware and culturally proficient, providing extended year learning opportunities, and high levels of parent involvement are also hallmarks of the Shrewsbury Public Schools. Additionally, Shrewsbury students also have access to award-winning programs in the visual arts, music, and drama; a robust physical education and health program that was recently expanded and strengthened by a million dollar-plus federal grant; a highly successful interscholastic athletics program; and a commitment to community service learning that has resulted in Shrewsbury High School students completing over 62,000 hours of community service in the past four years.

Not only is it clear to us that a new charter school located in Shrewsbury is not necessary, but the existence of such a school would also threaten the delicate financial situation of our district. Two years ago, we were in the throes of a resource crisis that had pushed class sizes to unacceptable levels (at or approaching 30 students per class in virtually all middle and high school classes as well as in a significant number of elementary classes) and had resulted in years of underinvestment in curriculum and technology resources. Our community supported a significant infusion of funding by passing its first ever operational override in June of 2014, provided \$4.2 million to our schools to primarily restore cut teaching positions and add positions that were necessary to address our student population. One factor in our local district's budget is that a large amount of funding (approximately \$1 million in FY15) is diverted to charter schools each year. However, due to the fact that the state's funding formula for charter schools is not sensitive to economy of scale, our district has not had the ability to reduce staffing or overhead to counter this diversion of funds. The best way to illustrate this is by this example: If all 81 charter students projected for the current year suddenly returned to our district of over 6,000 students, we would absorb them without needing any additional funding because of our economy of scale, and because the local community has backfilled the loss of the \$1 million that is diverted to the charter schools. Conversely, one can see that if the proposed new school opened in Shrewsbury even a small number of Shrewsbury students (10 or 20 per grade) choose to attend a new grades 6-12 charter school, this would repeat the situation we have been experiencing for many years, namely the loss of significant funding without the ability to reduce costs proportionally. Our projections, illustrated in the attached spreadsheets, indicate that Shrewsbury

would be likely to lose an additional \$900,000 to \$1.8 million per year once MBCS is built out, even with state reimbursement cushioning the blow. The loss of this funding would almost certainly require reductions in programming or personnel that would negatively affect the 6,000 students remaining in our district.

Finally, we ask you to consider the actual viability of the project that was submitted. While we have no doubts that the group proposing MBCS is well-intentioned, we believe that the proposal is lacking in many ways, including the absence of a true local connection with or commitment to the Central Massachusetts area (the group is entirely from Connecticut and the fact that Worcester is spelled "Worchester" several times throughout the document is telling). Further, upon inquiry, the applicant group indicated that they are looking at a vacant piece of property on Route 20 in Shrewsbury, the former Edgemere Drive-in Theater, as its potential location. It is hard to see how this location, given its condition and lack of sewer connection, could possibly be viable to have a new school building within the one-year time frame proposed in the prospectus.

The stated purpose for charter schools in Massachusetts is to "stimulate the development of innovative programs within public education" and to provide "models for replication in other public schools." The information above shows that this proposed charter school in Shrewsbury would mainly replicate innovative programs our school district already has in place. In summary, we ask that you not advance the Massachusetts Biotechnology Charter School to the full application level because 1) it is redundant as it replicates programming that is already in place in the Shrewsbury Public Schools, 2) Shrewsbury and other area students already have access to similar alternative public school choices, 3) it has the potential to have a significant negative financial effect on our district, and 4) the viability of the project as proposed is questionable.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



Please don't hesitate to contact John Samia, Chair of the Shrewsbury School Committee, or Joseph Sawyer, Superintendent of the Shrewsbury Public Schools, with questions.

Respectfully,

Members of the Shrewsbury School Committee

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John Samia, Chair

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Sandra Fryc, Vice Chair

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Erin Canzano, Secretary

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B. Dale Magee

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Jon Wensky



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**SHREWSBURY PUBLIC SCHOOLS**  
*PROJECTED IMPACT OF*  
*PROPOSED MASSACHUSETTS BIOTECHNOLOGY CHARTER SCHOOL*

Low-End Estimate			Projected Enrollment by School Year										Rate/Student*	Total Cost
FY	School Year	Year of Operation	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total				
16	2015-2016											Avg. FY16 rate	\$ 13,275	
17	2016-2017	1	10	10						20		\$	13,673	\$ 273,455
18	2017-2018	2	10	10	10					30		\$	14,083	\$ 422,488
19	2018-2019	3	10	10	10	10				40		\$	14,505	\$ 580,216
20	2019-2020	4	10	10	10	10	10			50		\$	14,941	\$ 747,028
21	2020-2021	5	10	10	10	10	10	10		60		\$	15,389	\$ 923,327
22	2021-2022	6	10	10	10	10	10	10	10	70		\$	15,850	\$ 1,109,531
23	2022-2023	7	10	10	10	10	10	10	10	70		\$	16,326	\$ 1,142,817

FY	Tuition Projection	Total Cost	Increase in Tuition	Reimbursement Amount						FY Reimbursement Total	Net Cost [Total-Reim]
				100%	25%	25%	25%	25%	25%		
17	2016-2017	\$ 273,455	\$ 273,455	\$ 273,455						\$ 273,455	\$ -
18	2017-2018	\$ 422,488	\$ 149,033	\$ 149,033	\$ 68,364					\$ 217,396	\$ 205,091
19	2018-2019	\$ 580,216	\$ 157,729	\$ 157,729	\$ 37,258	\$ 68,364				\$ 263,351	\$ 316,866
20	2019-2020	\$ 747,028	\$ 166,812	\$ 166,812	\$ 39,432	\$ 37,258	\$ 68,364			\$ 311,866	\$ 435,162
21	2020-2021	\$ 923,327	\$ 176,299	\$ 176,299	\$ 41,703	\$ 39,432	\$ 37,258	\$ 68,364		\$ 363,056	\$ 560,271
22	2021-2022	\$ 1,109,531	\$ 186,204	\$ 186,204	\$ 44,075	\$ 41,703	\$ 39,432	\$ 37,258	\$ 68,364	\$ 417,036	\$ 692,495
23	2022-2023	\$ 1,142,817	\$ 33,286	\$ 33,286	\$ 46,551	\$ 44,075	\$ 41,703	\$ 39,432	\$ 37,258	\$ 242,305	\$ 900,512

- Assumptions:**
- 10 S.P.S. students enroll per grade which represents approximately 2%-2.5% of total grade.
  - Tuition cost per pupil increases at rate of 3% per year.
  - Charter school reimbursement scheme remains the same.
  - Enrollment at other charter schools remains the same.



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**SHREWSBURY PUBLIC SCHOOLS**  
*PROJECTED IMPACT OF*  
**PROPOSED MASSACHUSETTS BIOTECHNOLOGY CHARTER SCHOOL**

High-End Estimate			Projected Enrollment by School Year								Rate/Student*	Total Cost
FY	School Year	Year of Operation	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total		
16	2015-2016								Avg. FY16 rate		\$ 13,275	
17	2016-2017	1	20	20						40	\$ 13,673	\$ 546,909
18	2017-2018	2	20	20	20					60	\$ 14,083	\$ 844,975
19	2018-2019	3	20	20	20	20				80	\$ 14,505	\$ 1,160,432
20	2019-2020	4	20	20	20	20	20			100	\$ 14,941	\$ 1,494,057
21	2020-2021	5	20	20	20	20	20	20		120	\$ 15,389	\$ 1,846,654
22	2021-2022	6	20	20	20	20	20	20	20	140	\$ 15,850	\$ 2,219,063
23	2022-2023	7	20	20	20	20	20	20	20	140	\$ 16,326	\$ 2,285,634

FY	Tuition Projection	Total Cost	Increase in Tuition	Reimbursement Amount						FY Reimbursement Total	Net Cost [Total-Reim]
				100%	25%	25%	25%	25%	25%		
17	2016-2017	\$ 546,909	\$ 546,909	\$ 546,909						\$ 546,909	\$ -
18	2017-2018	\$ 844,975	\$ 298,066	\$ 298,066	\$ 136,727					\$ 434,793	\$ 410,182
19	2018-2019	\$ 1,160,432	\$ 315,457	\$ 315,457	\$ 74,516	\$ 136,727				\$ 526,701	\$ 633,731
20	2019-2020	\$ 1,494,057	\$ 333,624	\$ 333,624	\$ 78,864	\$ 74,516	\$ 136,727			\$ 623,732	\$ 870,324
21	2020-2021	\$ 1,846,654	\$ 352,597	\$ 352,597	\$ 83,406	\$ 78,864	\$ 74,516	\$ 136,727		\$ 726,112	\$ 1,120,543
22	2021-2022	\$ 2,219,063	\$ 372,409	\$ 372,409	\$ 88,149	\$ 83,406	\$ 78,864	\$ 74,516	\$ 136,727	\$ 834,072	\$ 1,384,991
23	2022-2023	\$ 2,285,634	\$ 66,572	\$ 66,572	\$ 93,102	\$ 88,149	\$ 83,406	\$ 78,864	\$ 74,516	\$ 484,610	\$ 1,801,024

**Assumptions:**

1. 20 S.P.S. students enroll per grade which represents approximately 4%-5% of total grade.
2. Tuition cost per pupil increases at rate of 3% per year.
3. Charter school reimbursement scheme remains the same.
4. Enrollment at other charter schools remains the same.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: **IV. Time Scheduled Appointment**  
**D. Summer Programming: Report**

MEETING DATE: **9/23/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on 2015 summer programs?

BACKGROUND INFORMATION:

1. Each summer a number of programs are offered throughout the district at various grade levels.
2. Ms. Isaacson will provide an overview of these various 2015 summer programs offered throughout the district.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps action as it deems necessary in the best interest of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Karen Isaacson, Director of Extended Learning



## **Report to the School Committee: 2015 Summer Programs Report**

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Karen Isaacson  
Director of Extended Learning

### **Introduction**

This year there were over 1,600 registrations into the Shrewsbury Summer Programs. These programs serviced students in the Pre-K through high school levels. The different programs provided students opportunities in the areas of Special Education, Academic Support, Transition, and Enrichment. This report includes information on each of the summer programs that were offered in 2014.

### **2015 Summer Programs**

1. Parker Road Preschool Special Education Program
2. Parker Road Summer Enrichment
3. Kindergarten Transition Programs
4. Elementary Summer Special Education Program
5. Elementary Summer Enrichment Program (ESEP)
6. Middle School Summer Extensions
7. Middle Level Summer Special Education Program
8. High School ELC and Essential Summer Programs
9. Summer R.E.C.E.S.S Reading Program
10. Title I Summer Programs
11. English Language Education



SHREWSBURY PUBLIC SCHOOLS  
School Committee



**Shrewsbury Public Schools**  
**1. Parker Road Preschool Special Education Program**

**Overview:**

**The Special Education Program at Parker Road is an Individualized Education Plan (IEP) driven program designed to support students who meet eligibility for Extended Year Services (ESY). The program is intended to support learners from regression of skills.**

**Number of Students Served:** 53

**Dates of Program:** 6/29/15-8/6/15

**Program Funding Source:** Special Education Budget

**Representative Program Offerings:**

**Academic Classroom**

The Special Education classroom supports preschool age students in a variety of goal areas three days per week for 2.5 hour per day. The classrooms are designed to mimic a typical preschool session with specially designed instruction to meet the learning needs of each student through small and whole group activities as well as center activities. There are two sessions (morning and afternoon that each service 9-15 students per year). The areas of focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the teams service delivery.

**Intensive Special Education**

The Intensive Special Education classroom supports preschool age students in a variety of goal areas three days per week for six hours per day. The classrooms are designed to mimic a typical preschool session in the mornings and small and individual instruction in the afternoon with specially designed instruction to meet the learning needs of each student. The areas of focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the teams service delivery.

**The Early Learning Center**

The ELC program supports preschool age students in a variety of goal areas four days per week for 6 hours per day. The students are supported by Applied Behavioral Analysis (ABA) technicians trained in applied behavior analysis and discrete trial teaching. The students are



SHREWSBURY PUBLIC SCHOOLS  
School Committee



taught in varying ratios (1:1, 1:2, 2:3) with specially designed instruction to meet their individual learning needs. The areas of focus include communication, social

behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the team service delivery.

**Walk in Services**

Walk in speech, occupational therapy (OT) and physical therapy (PT) services are provided to students who require ESY in the area of speech and language and/or fine/gross motor skills. These are typically once or twice per week for 30 minutes depending on the IEP.

**SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program:** 2 special education classroom teachers

**Total Number of Special Service Providers Involved in Program:** 1 OT, 1 PT, 1 SLP

**Total Number of Paraprofessionals Involved in Program:** 14 ABA technicians, 4 intensive technicians, 2 classroom assistants

**Program Coordinator:** Kristin Herrick

**Coordinator Reflections:**

This year we had a new teacher join us replacing a long-standing summer school teacher. As I reflect on the hiring process for this new teacher I am reminded of the variety of abilities and needs of our students that are recommended for ESY services. Our students require varying levels of support and within different areas. It takes a very skilled and flexible teacher to be able to create/develop and implement individualized curriculum for our students while maintaining the attention of all the students.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



## 2. Parker Road Summer Enrichment

### Overview:

**Parker Road Preschool Summer Enrichment 2015 offered five, week-long classes. These offerings were theme-based classes that provided students with the opportunity to learn and socialize with peers in a structured and developmentally appropriate setting.**

**Number of Students Served:** 75

**Dates of Program:** five one-week sessions starting the week of 7/6/15

**Program Funding Source:** Tuition

### **Representative Program Offerings: (Two samples)**

#### **STEM Science Spectacular!**

Little learners can get their hands on engineering and science projects at a camp where they can also conduct their first chemistry experiments, design extreme structures, and more! This camp gives children the opportunity to explore the creative side of science, technology, engineering, and math (STEM). After all, all children are engineers at heart!

#### **Art From The Heart!**

This camp focuses on the process of making art. The children will be provided with many opportunities to explore and experiment with various supplies and media. Each day we will focus on an artist and/or art technique. All of our activities will have the children creating their own beautiful works of art!

**Program Coordinator:** Kristin Herrick

### **Coordinator Reflections:**

This year the program ran for three hours giving the students more time to complete activities. The students in the program seemed to enjoy the activities and had the opportunity to meet new and see old friends. The classes did fill up early so some thought may need to be put into expanding the program to meet more families' needs.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



**3. Kindergarten Transition Programs**

“Get a Feel for Beal”

“Discover the Cool in School at Coolidge”

“What Happens at Paton”

“Get a Fling for Spring”

**Overview:**

The program is designed to introduce incoming students to the "day in the life" of a kindergartener and ease their transition to school. Programs are offered at Beal, Coolidge, Paton and Spring Street Schools. The program is announced on the school website and a letter is sent home with all new student registrations.

**Number of Students Served:** 90

**Dates of Program:** 8/3/15-8/6/15

**Program Funding Source:** Tuition

**Representative Program Offerings:**

The program allows incoming kindergarten children to experience circle time, snack time, centers, recess and dismissal. The program helps teach the children how to independently transition through the routines of the day.

The program includes a tour of the building. Modeling how to walk in the halls, while becoming familiar with the gym, cafeteria, nurse's office, media center, principal's office, playground and a visit to their classroom.

**Program Coordinator:** Lauren Beaudoin

**Coordinator Reflections:**

The program continues to have challenges identifying ahead of time students who may need specific support during the program. All student needs were ultimately met, but all parties involved are working on ways to have support in place in a timely manner for the 2016 program.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



#### 4. Elementary Summer Special Education Program

##### Overview:

**The Elementary Summer Special Education Program located at Oak Middle School, provides instruction for students Grades K-3. All services are based on specific information reflected in each student's service delivery page located in his/her Individualized Education Plan (IEP). Students qualify to receive summer services through data collection that demonstrates significant regression after breaks from school and academics.**

**Number of Students Served:** 118

**Dates of Program:** 6/30/15-8/6/15

**Program Funding Source:** Special Education Budget

##### Representative Program Offerings:

Academic Program classroom teachers provide remedial instruction in reading, writing, and mathematics in a small group setting. The summer curriculum is designed based on the objectives listed in each child's IEP. The classrooms are developed by similar student needs.

Social Skills Program provides social skills instruction embedded in student interest-based group activities. The objectives of this program are designed based upon student IEPs. Teachers use the social curriculums that the students are working on during the school year to target student-specific objectives. Each classroom has several peer models that are identified by school teams as having exceptional interpersonal skills.

The Early Learning Center Program provides students enrolled in this program during the school year with program continuation during the summer months. Programming is based in the principles of Applied Behavioral Analysis. Instruction is designed based on the individual student needs (academic, social, behavioral, life skills, etc.).

During the Summer Program, students may receive related support services (occupational therapy, physical therapy, speech and language, structured reading). These services are provided for those students who are either attending the summer program or who come for walk-in services in their specific area of need. Each service is provided by a certified professional in the specific field.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



**SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program:** 3 Social Skills, 6 Classroom, 4 ELC Coordinators, 1 home tutor

**Total Number of Special Service Providers Involved in Program:** 10

**Total Number of Paraprofessionals Involved in Program:** 17 Aides (classroom, 1:1, 1:2), 30 ABA Technicians

**Program Coordinator:** Moreen Labelle

**Coordinator Reflections:**

The Summer Program ran efficiently this summer due to teachers and service providers receiving detailed student summaries related to current levels of performance in academic, behavioral, language, and social skills. The Early Learning Center (ELC) Programs continued their collaborative efforts to train staff and transition students across the summer months. Staff observed and trained with students transitioning from Parker Road Preschool and to Sherwood Middle School. Students in the summer program were well supported due to staffing levels based on Individualized Education Plan (IEP) services. However, it is recommended that school-year educational Teams and Team Chairs continue to consider the smaller summer class size and increased teacher-to-student ratio when making IEP recommendations for staffing.

There are two areas that require reflection to ensure that there are improvements for the following summer. One is transportation logistics and the other is coverage for staff absenteeism.

The plan is to meet with the Director of Special Education and Pupil Personnel Services to proactively plan in order to address these areas for next summer.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



## 5. Elementary Summer Enrichment Program (ESEP)

### Overview:

The goal of the Elementary Program (ESEP) is to spark and enhance the imagination and curiosity of children by providing them with interactive, enjoyable and educational programs in a safe environment. Registration is online and takes place in two phases. The first registration is in late February followed by a second round of registrations in April. Parents may also enroll in available classes upon the opening of the ESEP in June.

**Number of Students Served:** 632

**Dates of Program:** 6/30/2014-7/24/2014

**Program Funding Source:** Tuition

### Representative Program Offerings:

**“Cool Off with STEAM”**, taught by Melissa Johnson and Donna Windler certainly got students to think outside of the box to solve daily STEM challenges involving a variety of materials and skills. By working individually, as well as in teams, students needed to rely on each other to reach the end goal. In the end, they learned that Science, Technology, Engineering, Art, and Math means mistakes, trial and error, surprises, and most of all, FUN!!!!

In response to parent requests for more science classes, Annemarie Hurley offered **“Mechanical Engineering”**. Meccano multi-modal erector sets provided hours of challenge, problem-solving, and cooperative learning. Perseverance. Revision. Plan B ...C... D... all the way up to Plan Z in one instance became the norm. In the end, everyone learned to think outside the box and to support each other. Some models passed their final inspections. Others sent wheels bouncing down the hall or crashed on impact. The students resolved to try again next July.

Ms.Tara Gauthier from the High School, taught three classes using the iPads this summer: **“Playmation, Claymation, Legomation and More”**; **“Introduction to Broadcasting with the iPad”**; and **“Comic Strips in the 21st Century”**. Students who took the Playmation, Claymation, Legomation and more class learned how to use Explain Everything to create movies using Playdough and legos. In Introduction to Broadcasting students learned how to use the iPads to create their own news with iMovie and used iOgraphers for stationary shots at the broadcast booth. Comic Strips in the 21st Century students used both Explain Everything and Paper54 to create their comic strips, some of which included animation and voice-overs.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



Students gain so much from work in drama says instructor Liz Ushinski. In the “**Theatre + Arts**” course students are encouraged in a “safe” environment to use their imagination while learning skills for effective communication through improvisation. To spark imagination, students are given problems or “situations” in which they must use problem-solving skills. There is no right or wrong answer, just the chance to communicate a point. To encourage “effective communication”, the instructor models body position, facial expression, voice inflection, and confident volume. Students work independently at first, then in pairs. Groups of students also work collaboratively to create short scenes. As scenes become more complex, students must make decisions, sequence, and ensure a beginning, middle, and end to the story. Theatre + Arts fosters creative thinking, learning from other perspectives, and self-confidence and it happens to be FUN!

**Program Coordinator:** Jean Brunell

**Coordinator Reflections:**

Reflections

The Elementary Summer Enrichment program went extremely well. Based on parent feedback from the 2014 year, more science and technology classes were taught and had maximum enrollment.

Parents also seem to like the convenience of having both the elementary and middle school Summer Enrichment programs in close proximity to each other. The traffic flow pattern was changed from last year, which helped to alleviate the traffic congestion with the Special Education Program at Oak Middle. Communication to the parents concerning the change in transportation and traffic flow was provided well in advance of the program. In addition, additional registration dates were added immediately prior to the start of the program, which greatly eased the experience for the parents.

There will need to be thoughtful discussion regarding the program facility for next year. The structural environment at Oak is not an age-appropriate setting. For example, the desks, and bathroom facilities are more appropriate for an older student population. In addition, many of the classrooms do not have sinks, which is often a problem scheduling Summer Enrichment classes. Recreationally, the basketball hoops are too high and there is a lack of playground space for this particular age group.

The SHS students (approximately 165) continued to volunteer to support classroom teachers in instruction and supervision. They are an invaluable resource to the students, teachers and the community. Each summer these young adults volunteer well over 5,000 hours.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



## 6. Middle School Summer Extensions

### Overview:

The Middle School Summer Extensions Program seeks to provide enriching learning experiences and hands on activities for students entering grades five through eight. There is a wide range of courses offered: skill building for sports, visual and performing arts, technology, the humanities, science, math, improving study/organizational habits, and a baby-sitting certification program. Families register students through two online registrations that occur in February and April. Students may also register on site in June and July during program hours for classes that are still open.

**Number of Students Served:** 366

**Dates of Program:** 6/22/15 - 7/23/15

**Program Funding Source:** Tuition

### Representative Program Offerings:

#### Design Your Dream Home

This course challenges 5<sup>th</sup> through 8<sup>th</sup> grade students to apply the math skills that they learn in the classroom to solve real-world problems. Students used their understanding of number sense, computation and estimation, measurement, and geometry to design their dream homes. Students utilized their skills to draw scale floor plans, calculate square footage, and estimate building costs.

#### Trebuchet Toss

Making connections with both the science and social studies curriculums, students in this course first researched the purpose and design to learn how trebuchets were used during the Middle Ages. Students then worked collaboratively in engineering teams to design and build their own small-scale trebuchets. Students tested out their designs, evaluated their results, and had to present their findings to the class.



## SHREWSBURY PUBLIC SCHOOLS School Committee



### Digital Discovery

In this course, students had the opportunity to explore the world of the iPad. Students used their iPads to create and present media-enriched projects while learning new ways to harness digital media in positive ways. The course encompassed various aspects of digital citizenship such as increasing digital literacy and how to be responsible in our digital world.

### Art Mash Up

Students in this course utilized various art mediums to engage their artistic senses. Students created various artworks through the use of watercolor and acrylic paints, sketching, sculpting and craft. Students showcased their work for peers and parents during a gallery walk on the last day of the course.

**Program Coordinator:** Kristen Minio

### **Coordinator Reflections:**

This year the middle school summer extensions program saw a tremendous amount of growth both in the number of programs offered and the number of students who participated in the program. This was due in part to the increase in high quality course offerings provided by Shrewsbury Public Schools staff as well as the addition of the Extended Day programming offered by the district. Overall, we had roughly one hundred more students participate in the program this year than last and an increase in course offerings by thirty one courses. The MSSE program also partnered with Shrewsbury Youth and Family Services this summer to provide programming aimed at improving the health and wellbeing of our female student population. The program, titled *You Go Girl!* focused on themes related to self-esteem and body image, leading a healthy lifestyle, and goal setting and planning for the future. Program feedback from both Terry Cassidy and Anna Chittim was overwhelmingly positive and we will look to have this partnership continue next year.



## 7. Middle Level Summer Special Education Program

### Overview:

The Sherwood Middle School Summer Special Education Program provides instruction for students Grades 5-8. All services are based on specific information reflected in the student's service delivery page located in his/her Individualized Education Plan (IEP). Students qualify to receive services through data collection that demonstrates significant regression during summer months, as well as IEP Team discussions.

**Number of Students Served:** 72

**Dates of Program:** 6/29/15-8/6/15

**Program Funding Source:** Special Education Budget

### Representative Program Offerings:

**Academic Program:** Designed to provide instruction in reading, writing, and mathematics across a small group setting. The summer curriculum reflects IEP-based, student-specific objectives, and is designed to maintain, and prevent the regression of, already-mastered skills. Classroom rosters are tailored to ensure similar student needs and delivery of instruction.

### ELC

**Educational Learning Center (ELC) Program:** Designed to provide ELC students with a continuation of their individualized educational plans. The program utilizes the tenets of Applied Behavioral Analysis as part of its methodology, as well as instruction delivery. The latter is based on the student's IEP-specific needs (academic, behavioral, life skills, etc.).

**Related Service Providers:** Students who qualify receive related support services (occupational therapy, physical therapy, speech and language, structured reading, etc). These services are provided either during the hours the student attends the summer program, or during previously-scheduled times as "walk-in" services. Service providers are certified professionals in their respective fields.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



**SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program:** 3 Social Skills Teachers, 6 Classroom Teachers (Four week program – 6, Six week program – 4) 1 ELC Coordinator

**Total Number of Special Service Providers Involved in Program:** 2 Speech and Language Pathologists, 2 Speech and Language Pathology Aides, 2 Wilson Reading Tutors, 3 walk-in Reading tutors, 1 Occupational Therapist, 1 Physical Therapist

**Total Number of Paraprofessionals Involved in Program:** 15 Aides (classroom, 1:1, 1:2, 1:3) 22 ABA Technicians

**Program Coordinator:** Mario Gonzales

## 8. High School ELC and Essential Summer Programs

### Overview:

The 2015 High School ELC (Life Skills) and Essential (Academic) Summer Programs were designed to address the functional academic, communication, social and behavioral goals specific to each student in the program. Individual and small group activities in reading and math are specifically designed to target skills related to individual IEP goals. Students in both programs also participate in a community component, either Community Based Learning (ELC) or MOVE (Essential). Other support services (Speech, OT, PT) are provided as outlined in the student service delivery grid in the IEP.

**Number of Students Served:** ELC: 7 students (weeks 1-4) 10 students (weeks 5/6 includes rising freshman)/ Essential: 9 (students includes rising freshmen and MOVE participants), MOVE only: 3 students

**Dates of Program:** ELC 6 weeks 6/29/15 - 8/6/15 Essential 4 weeks 6/29/15 - 7/23/15

**Program Funding Source:** Special Education Budget



SHREWSBURY PUBLIC SCHOOLS  
School Committee



**Representative Program Offerings:**

**ELC:**

Summer Reading: To account for all reading levels and focus on active listening and comprehension skills, students listened to a book on tape "The Cay", a story about a young blind boy stranded on a small island with a old black West Indies man during WWII. Students completed associated extension activities focusing on the themes of survival, friendship, racism, personal growth and loss that targeted communication and social skills. One related activity involved weaving a mat of "palm fronds" while blindfolded.

With two peers moving to Egypt and Singapore, students also "traveled around the world in 25 days", reading about and researching information on how life in those countries compared to life here in the USA. They also "visited" Tanzania, Canada, Uruguay, Phillipines, South Korea and Curacao (the setting of The Cay).

Summer Math: This summer, students focused on functional math skills related to solving word problems. In addition to working in a structured program, the students also organized and held their 3<sup>rd</sup> annual Lemonade War, Pink Lemonade

vs a Mystery Drink. This year all proceeds earned, \$109.00 was donated to The Wounded Warrior Project. In addition to planning and executing a succesdful Lemonade War, the students also used their math skills to plan an end of the year cookout/picnic for the high school and middle school ELC programs. The students developed a menu and corresponding food checklist which was given to all students and staff to make personal selections. They then tallied all food requests and made a grocery list, shopped for supplies and did related meal prep (make salads etc.)

Students also completed specific independent academic work as outlined in their IEP's. In the high school summer program, speech goals are embedded in ongoing daily activities.

**Essential:**

Throughout the four-week academic summer program students completed academic work in the areas of writing, reading, reading comprehension, and mathematics. Students completed daily writing prompts in the following styles: technical writing, persuasive writing, fictional narrative, and autobiographical narrative. Students read the book *Tuck Everlasting* by Natalie Babbitt and the graphic novel version of *War of the Worlds* by H. G. Wells, answered comprehension questions, and participated in daily group discussions about the stories.

Students completed independent research and note-taking activities on the topics of space exploration, extraterrestrial life, and related concepts connected to the class's group reading. Students reviewed and practiced a variety of fundamental math concepts including reading



SHREWSBURY PUBLIC SCHOOLS  
School Committee



graphs, writing inequalities, rounding, order of operations, graphing with ordered pairs, negative numbers, angles, fractions, percents, statistical analysis, and unit conversions.

Students participated daily in “real life” group math activities where mathematical concepts were used to answer questions and solve problems in everyday situations.

Students regularly participated in-group outdoor activities that promoted exercise and social skills.

**SPED Staffing Information:**

**Total Number of Special Education Teachers Involved in Program: 2**

**Total Number of Special Service Providers Involved in Program: 1** Speech Therapist (1-1 with student going to MOVE two ½ days)

**Total Number of Paraprofessionals Involved in Program:** ABA techs 4 (several overlapping high school and middle school during transition training), assistants 5 (some positions shared, some only worked 4 weeks, 1 MOVE only)

**Program Coordinator:** Linda Derosier

## 9. Summer R.E.C.E.S.S Reading Program

**Overview:**

**Our goal is to provide a relaxed environment where children can meet, read and discuss their summer reading books with their same age peers, in hopes that they stay engaged and continue reading throughout the summer. In mid May, a description and schedule of the program is posted in various locations: Shrewsbury Public Schools web site, Shrewsbury Public Library web site under calendar, emails to private schools in town, as well as posters in the library. Parents sign up on line and receive a confirmation email. The hour-long classes were held this year during the month of July at Sherwood Middle School due to the library renovation.**

**Number of Students Served:** 210

**Dates of Program:** 7/6/15 -7/30/15



SHREWSBURY PUBLIC SCHOOLS  
School Committee



**Program Funding Source:** Curriculum and Instruction Budget

**Representative Program Offerings:**

The teacher reads the book and discusses certain aspects of the book with the children, such as setting, theme, feelings of the characters and how the children would feel in the same situation.

Example 1: "The Box Car Children." This book is about orphaned children and how they survived with the struggles they faced living alone. The book discussion lends itself to problem solving. Could you survive on your own without adult supervision at such a young age? What would life be like living in a box car?

After each book discussion, children work on a related craft.

Example 2: "Will I be your friend?" The follow up activity was to create a friendship bracelet, explaining that the beads on the bracelet can represent their friends. Tying the knot in the bracelet at the conclusion of the activity creates a circle of friendship.

**Program Coordinator:** Deborah Richard and Barbara Andreano

**Coordinator Reflections:**

The classes were taught by volunteers who are primarily Shrewsbury Public School employees or Shrewsbury High School seniors. This year we had 17 volunteers who graciously donated their time to help promote the love of reading in children.

## 10. Title I Summer Programs

**Overview:**

**The Summer Reading Delivered Program provided 17 Title I students with leveled texts during the summer. The Title I Summer Program provided 20 Title I students with literacy instruction during an 8-day period. There were 7 Title I students who attended the special education summer school. These students were provided with an additional guided reading lesson during the month of July. Title I students were invited to participate based on reading assessments and teacher recommendations.**

**Number of Students Served:** 20 students in Title I Summer School, 17 students in Summer Reading Delivered, and 7 students in Title I/Special Education summer school.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



**Dates of Program:** Summer 2015

**Program Funding Source:** Title 1 Grant

**Representative Program Offerings:**

Title I Summer Program

The structure of the Title I Summer Program was based on a balanced literacy block. Students participated in a morning meeting, an interactive read aloud, guided reading lessons, independent reading and a writing block.

Summer Reading Delivered

Students who participated in the Summer Reading Delivered Program received a packet of self-selected, high interest texts delivered to their home by mail. As a result, students had easy access to appropriate literacy materials.

Title I Support/Special Education Summer Program

Title I students who attended the special education summer program were provided with additional guided reading instruction. Students received instruction either individually or in very small groups (2-3 students). This instruction was specifically tailored to meet the students areas of need.

**Program Coordinator:** Maureen Henry

**Coordinator Reflections:**

Overall, we had another successful program. Informal assessments indicate that participating students maintained their literacy skills. These results are consistent with previous years however we will have concrete data once the fall reading assessments are complete.

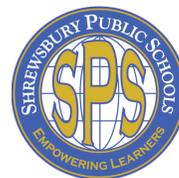
## 11. English Language Education

**Overview:**

Title III federal funding extends the opportunity for English Language Learner (ELL) students. ELL students entering grades one and two are invited to attend a 9:00am-12:00pm class that meets three times per week for three weeks. ELL students entering grades one through eight are invited to attend a 9:00am-12:00pm class that meets four times per week for two weeks.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



Summer English Language Development (ELD) instruction enables ELL students to practice their skills in the four language modalities: speaking, listening, reading, and writing.

**Number of Students Served:** 15 students attended the ELE program at Beal School and 46 students attended the ELE program at Coolidge School; therefore, a total of 61 students participated.

**Dates of Program:** Beal: 7/7/15-7/23/15, Coolidge: 7/27/15 – 8/6/15

**Program Funding Source:** Title III Grant

**Learning Structure:**

9:00-9:15 Arrival, Attendance, Greeting and Morning Meeting

9:15-10:00 Reading

- Reading Aloud (whole group)

- Leveled Reading (small groups)

10:00-10:45 Writing

10:45-11:00 Snack & Recess

11:00-11:30 Language Games 11:30-11:55 Writing or Research time 11:55-12:00 Clean Up and Dismissal

**Total Number of ESL Teachers Involved in Program:** 5 (Two teachers taught in both programs)

**Total Number of Paraprofessionals Involved in Program:** 1

**Program Coordinator:** Kathleen Lange-Madden

**Coordinator Reflections:**

This summer's ELE programs were well attended. Both students and teachers felt that the program housed at Coolidge was too short. Therefore, a new format will be introduced next year: the time frame will increase to at least three weeks. In addition, the Thursday sessions each week will be full-day, rather than half day, so educational field trips can be included. To better inform staff and parents, an ELE Summer Programs Reference Guide will be developed.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: **IV. Time Scheduled Appointment**  
**E. Personnel Update: Presentation**

MEETING DATE: 9/23/15

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report regarding new staff hired for the 2015-2016 school year?

BACKGROUND INFORMATION:

1. The district commenced its recruiting and hiring process in the early spring. Enclosed is a report describing the personnel changes in the district and a listing of the individuals hired for administrative and teaching positions.
2. Ms. Malone will provide the School Committee with a summary of the report and be available for questions.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources



## **Report to the School Committee: 2015 Personnel Report**

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Barbara A. Malone  
Director of Human Resources

### **Introduction**

Shrewsbury Public Schools has successfully completed the hiring process to fill key positions within the District. These positions were hired to address our need for more counseling and nursing support, including a Director of Nursing, address mandated needs for the Special Education Department, replace teachers who resigned or retired, and to replace a very small number of non-renewals. In addition to these appointments some educators have transferred to different positions within the district for the 2015/2016 school year. As of opening day on September 1, 2015 we had appointed 38 professional positions (excluding the internal transfers) and 32 paraprofessional positions. We also continue to appoint individuals to other roles within the district, such as long-term substitute teacher roles for maternity or paternity leaves. As is typical at this time of the year we are still filling a small number of paraprofessional roles throughout the district and are beginning our searches for long-term substitute teachers for leaves that will occur later in the school year.

### **New Hiring-Professional Staff**

Included among the 38 professional staff hired is the new Director of Special Education for Oak Middle School, Dr. Iris Miller, who is replacing the previous director who retired at the end of last year, our first Director of Nursing for the District, Noelle Freeman, and the return of Patrick Collins to the District in the role of Assistant Superintendent for Finance and Operations. Nine of the 39 positions were for part-time roles in areas such as Foreign Language, Physical Education, Nursing, and Adjustment Counselors. The other 30 positions were full-time roles.

As the School Committee is aware, the teacher selection process in Shrewsbury, is rigorous, and through the hard work of our District Leadership Team, as well as educators, parents and students who volunteered to be part of selection meetings or demonstration lessons, we have adhered to our high standards.

The process included interviews with principals, department directors, curriculum coordinators/instructional coaches, teachers, parents, and central office administrators. At the middle and high school levels, students also served on the interview teams.



## SHREWSBURY PUBLIC SCHOOLS School Committee



All teaching positions require a demonstration lesson in the classroom, which is a key ingredient in the selection and hiring process. All candidates recommended for hire are also required to interview with the Director of Human Resources and the Superintendent of Schools as the final step in the selection process, where our mission and core values are discussed individually with each finalist. A thorough reference check is conducted on each new hire, including the “CORI” (Massachusetts background check) and the “SAFIS” (national fingerprint-based FBI background check).

We continued to use [www.schoolspring.com](http://www.schoolspring.com) as our primary sourcing tool, which netted 994 applicants to our professional level positions. This means that about 3.8% of those who applied to our professional positions ultimately received a position with us this year. Last year, which was a very atypical year due to the override, the percentage was closer to 2%.

Principals, directors and selection committees reviewed these application packets. Some applicants were selected for phone interviews, and then an even smaller number invited for face-to-face interviews and their teaching demonstration lessons. References were contacted, which resulted in the finalist recommendations.

Our new professional educators completed two days of orientation on August 27 and August 28 and a mentor has been assigned and agreed to assist each one for the entire upcoming year.

### **New Hiring-Paraprofessional Positions**

As of September 1 we had hired 32 paraprofessional positions. These positions netted 737 applicants. This means that we hired 4.3% of those who applied to our paraprofessional positions (Last year it was 3.3%). These applicants also underwent a rigorous selection process, which included applicant packet screening, phone and face to face interviews, reference checks, the CORI background check, and the national FBI background check (fingerprints).

### **New Hiring-Administrative Support and Extended Learning Positions**

As of September 1 we had hired 3 administrative support positions, 2 to replace retiring secretaries, and 1 for a part-time school counseling support position funded in the budget, for the 2015-2016 school year. In addition there were 2 promotions within the Extended Learning Program.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



**Conclusion**

At an upcoming School Committee meeting later in the fall the administration will present a complete staffing chart to show actual staffing levels throughout the district, effective October 1, 2015.

In closing, the Shrewsbury Public Schools continues its longstanding excellent reputation as a collaborative and desirable district in which to work.

**New Administrators**

Patrick C. Collins, Assistant Superintendent for Finance and Operations  
*Master of Business Administration, University of Massachusetts, Boston*  
*Bachelor of Business Administration, University of Notre Dame*

Noelle Freeman, Director of Nursing, PreK-12  
*Bachelor of Science in Nursing, Georgetown University*

Dr. Iris L. Miller, Director of Special Education, Oak Middle School  
*Doctor of Clinical Psychology, Forest Institute of Professional Psychology*  
*Master of Arts in Interdisciplinary Social and Behavioral Sciences, S.U.N.Y. at Stony Brook*  
*Bachelor of Arts in Psychology and Communications, C.U.N.Y. at Queens College*

**New Educators**

Shrewsbury High School:

Stephen Arey, Special Education Teacher  
*Master of Science in Education, Simmons College*  
*Bachelor of Science in Business Administration, Framingham State University*

Emily Bredberg, Media Specialist  
*Master of Library Science, University of North Texas*  
*Bachelor of Film and Video Studies, University of Oklahoma*

Jennifer Cuddy, Chemistry Teacher  
*Bachelor of Science in Psychology with Minors in Chemistry and Education, University of Massachusetts at Amherst*



SHREWSBURY PUBLIC SCHOOLS  
School Committee



Bethany Dzivasen, Physical Education Teacher  
*Bachelor of Science in Health Education at Worcester State University*

Steven Flahive, English Teacher  
*Master of Middle and Secondary Education in English, Merrimack College*  
*Bachelor of Arts in English, University of Massachusetts at Amherst*

Lynne Rohtstein, Special Education Teacher  
*Master of Special Education of Moderate Disabilities, American International College*  
*Bachelor of Science in Earth Science, Worcester State University*

Nick Splaine, English Teacher  
*Master of Secondary English, Emmanuel College*  
*Bachelor of Arts in English, Boston College*

Zac Tashjian, Biology Teacher  
*Master of Education, University of Massachusetts at Amherst*  
*Bachelor of Science in Biology, University of Massachusetts at Amherst*

Oak Middle School:

Lisa Arteca, Nurse  
*Bachelor of Science in Nursing, Pennsylvania State University*

Brianna Bisceglia, Science Teacher  
*Bachelor of Science in Biology, Chemistry and Middle School Education, Worcester State University*

Laura Candelaria, Adjustment Counselor  
*Master of Social Work, Boston College*  
*Bachelor of Arts in Urban Studies, Worcester State University*

Tara Francis, Nurse  
*Bachelor of Science in Animal Science, University of Florida*  
*Associate of Science in Nursing, Quinsigamond Community College*  
*Expected Bachelor of Science in Nursing November, 2015*

Yusra Khan, Special Education Teacher  
*Master of Education, Simmons College*  
*Bachelor of Arts in English, Simmons College*

Daniel O'Brien, Social Studies Teacher  
*Master of Education, University of Massachusetts at Boston*  
*Bachelor of Arts in Political Science, Boston College*



SHREWSBURY PUBLIC SCHOOLS  
School Committee



Talene Orlando, Special Education Teacher  
*Bachelor of Special Education and Psychology, Marist College*

Emily Palermo, Speech and Language Pathologist  
*Master of Speech-Language Pathology, Worcester State University*  
*Bachelor of Communication Disorders and Human Services, Assumption College*

Sherwood Middle School:

Linda Berard, Nurse  
*Bachelor of Science in Nursing, D'Youville College of Buffalo, New York*

Gretchen Martinez, Special Education Teacher, Intensive Learning Center  
*Master of Education in Severe Special Education and Applied Behavior Analysis, Endicott College*  
*Bachelor of Arts in Sociology, Ithaca College*

Carmen "Cecelia" Moquete, Spanish Teacher  
*Master of Education with Spanish Concentration, Worcester State University*  
*Bachelor of Science in Interdisciplinary Studies, Fitchburg State University*

Carrie Peacock, Math/Science Teacher  
*Master of Business Administration, Lehigh University*  
*Bachelor of Chemical Engineering, Cornell University*

Hannah Rosen, English Language Arts/Social Studies Teacher  
*Bachelor of English and French, Stonehill College*

LeeAnn Sinclair, English Language Arts/Social Studies Teacher  
*Master of Educational Leadership, Framingham State University*  
*Bachelor of Science in Unified Elementary and Special Education, Keuka College*  
*Bachelor of Arts in Psychology, Keuka College*

Amy Wallace, Adjustment Counselor  
*Master of Social Work, Boston College*  
*Master of Special Education, Simmons College*  
*Bachelor of Arts in Psychology, Saint Anselm College*

All Elementary Schools:

Christy Minton, Media Specialist  
*Master of Library and Information Science, University of Rhode Island*  
*Bachelor of Arts in History, Worcester State University*



SHREWSBURY PUBLIC SCHOOLS  
School Committee



Beal Early Childhood Center:

Meridith Buono, Visual Arts Teacher

*Bachelor of Arts in Visual Arts Education, Framingham State University*

Kaitlyn “Kate” Farrand, ELC Coordinator

*Master of Elementary Education, Lesley College*

*Post-Baccalaureate in Elementary Education, Worcester State University*

*Bachelor of Science in Exercise Science, University of Massachusetts at Amherst*

Coolidge Elementary School:

Dr. Julia Holdren, Psychologist

*Doctor of Clinical Psychology, Fielding Graduate University*

*Master of Science in Education, Bucknell University*

*Behavior Analytic Program and Certification, Pennsylvania State University*

*Bachelor of Arts in Psychology, Bucknell University*

Floral Street Elementary School:

Stephen Abramowitz, ESL/ELL Teacher

*Master of Education in Elementary Education and English as a Second Language Certification, Lesley College*

*Master of Education in Jewish Education and Cantorial Ordination, Hebrew College*

*Bachelor of Arts in Communication, University of California at San Diego*

Erin Finn, ELC Coordinator

*BCBA Certificate Program, Elms College*

*C.A.G.S (Certificate in Advanced Graduate Studies), Administration-Principal Licensure, American International College*

*Master of Science in Severe Special Education, Simmons College*

*Bachelor of Arts in Education Psychology, minor in Dance, Slippery Rock University of Pennsylvania*

Paton Elementary School:

Ben Pierce, Physical Education Teacher

*Bachelor of Science in Physical Education, Springfield College*

Lindsay O’Donnell, ELC Coordinator

*Master of Science in Severe Special Education, Simmons College*

*Bachelor of Arts in Psychology, University of Massachusetts at Amherst*



SHREWSBURY PUBLIC SCHOOLS  
School Committee



Spring Street Elementary School:

Emily “Emma” Madsen, ELC Coordinator

*Master of Education and C.A.G.S. in Special Education, Anna Maria College*

*Bachelor of Liberal Arts, University of Massachusetts at Lowell*

Lauren Finacom, ELC Coordinator

*Master of Science in Severe Special Education, Simmons College*

*Bachelor of Science in Communication Sciences and Disorders, Worcester State University*

Mia Whittemore, Visual Arts Teacher

*Bachelor of Fine Arts in Art Education, Boston University*

Parker Road Preschool:

Catherine Dowling, Preschool Teacher

*Bachelor of Education, Worcester College of Higher Education, Worcester, United Kingdom*

**New Administrative Support Staff**

Shrewsbury High School:

Martha Murphy, Secretary, School Counseling

Elizabeth Petkauskos, Main Office Secretary

Coolidge Elementary School:

Cathy Cairns, School Secretary

**New Extended Learning Appointments**

Sarah Davies, Extended Learning Site Director, Coolidge

Mary Rana, Assistant to the Director of Extended Learning

**New Paraprofessional Staff**

Shrewsbury High School:

Steven Johnson, Special Education Aide

Rob Petrin, Special Education Aide

Marcio Sabo, Special Education Aide



SHREWSBURY PUBLIC SCHOOLS  
School Committee



Oak Middle School:

Margaret Breault, ABA Technician  
Sandra Crompton, Instructional Aide  
Lisa Glickman, ABA Technician  
Emma Nerssessian, Instructional Aide  
Amy Reidy, Instructional Aide

Sherwood Middle School:

Evan Baptista, Child Specific Aide  
Stephanie Cannon, ABA Technician Assistant  
Jodi Couture, Child Specific Aide  
Caroline Current, Instructional Aide  
Corynne Gildea, Child Specific Aide  
Victoria Lemieux, Child Specific Aide  
Carolyn Rocco, Instructional Aide  
Julie Roderick, Child Specific Aide  
Casey Sefton, ABA Technician

Beal Early Childhood Center:

Johnathan Clyde, Child Specific Aide  
Jamie Delmonico, Child Specific Aide

Coolidge Elementary School:

Charlotte Nader, Child Specific Aide

Floral Street Elementary School:

Shelby Abrams, Child Specific Aide  
Katherine Biegner, COTA (shared with Spring Street)  
Shelley Crowell, Media Aide  
Caroline Donohoe, Literacy Tutor  
Jodi Morrocco, ESL Tutor  
Julie Rondinelli, Instructional Aide  
Diane Schwab, Instructional Aide  
Melissa Williams, Instructional Aide

Paton Elementary School:

Kaitlyn French, Instructional Aide



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



Spring Street Elementary School:

Katherine Biegner, COTA (shared with Floral Street)

Sarah Perreault, Instructional Aide

Kristina Smith, ABA Technician

Parker Road Preschool:

Alexis Gardner, ABA Technician



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: **V. Curriculum**

MEETING DATE: **9/23/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **VI. Policy**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: **VII. Finance & Operations**  
**9/23/15**

MEETING DATE:

**A. Summer Activities - Update**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report regarding summer activities in the business office?

BACKGROUND INFORMATION:

1. Mr. Collins, Assistant Superintendent for Finance and Operations, will provide an overview of summer work that has taken place since the start of the new fiscal year.
2. Information on budget development, transportation, safety and security, and facilities and grounds maintenance is enclosed.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



SHREWSBURY PUBLIC SCHOOLS  
School Committee



## **Memo to the School Committee: 2015 Finance and Operations Update**

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Patrick C. Collins  
Assistant Superintendent for Finance and Operations

9 September 2015

**To: School Committee**

**Subj: FINANCE AND OPERATIONS UPDATE**

### FISCAL INFORMATION

RE: FY17 Budget Development Calendar: [Vote to Approve]

Enclosed is the FY17 Budget Development Calendar for your discussion and vote. This is the same calendar that was presented in draft form at your 8/26/2015 workshop meeting.

### TRANSPORTATION

I will provide a brief verbal update that summarizes our start-up operations for the 2015-2016 school year. A written report with detailed ridership and fiscal information will be provided at the September 23rd meeting.

### SAFETY & SECURITY

Each school will receive a new radio in September which is on the same frequency as the Police Department Dispatch Office. This is a result of the Acts of 2014 Chapter 284 (aka the Gun Law) and while the requirement is “subject to appropriation”, the Police Dept. has re-deployed their equipment to make this happen this summer at no cost to the district. Once installed, Steve Rocco will conduct training and testing with each school office.

### FACILITIES AND GROUNDS

Dr. Sawyer, Mr. Morgado, Mr. Cox and I conducted the annual walkthrough of all school buildings in late August to ensure our readiness for school opening. The schools were clean and ready for students and staff. Regular and preventive maintenance tasks including routine inspection and testing of life-safety systems was completed.

Also, the Public Buildings Department completed or contracted a number of project-based maintenance jobs. The enclosed list provides a summary of these jobs. Thanks to the Public Buildings Staff for all their work and their efforts to coordinate work around the numerous summer programs at our schools.



SHREWSBURY PUBLIC SCHOOLS  
School Committee



## Summer Work 2015

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Submitted on 9-2-2015 by Bob Cox  
Superintendent of Public Buildings

Items in RED are complete

1. Floral St. Gym Floor Sanding and Refinish
2. Floral Repair HVAC Units in Rm 264 & office unit
3. Floral repair stair treads that are bubbled
4. Parker Road Demo Bus Dock *to be done in Oct*
5. Parker Road Paint Exterior
6. High School replace some failed glass *to be done in Sept- Oct*
7. High School repair or replace Auditorium Lighting *Next Year*
8. High School indoor running track repair
9. High School Auditorium Stage edge replacement
10. High School replace fire door
11. High School driveway repaved
12. High School paint driveway light poles
13. Coolidge scrape & paint two rear classroom exits
14. Coolidge floor sink drain repair
15. Coolidge Room 9 investigate wall for water damage
16. Spring Street Install A/C in Media
17. Spring Street replace carpeting in Office Area
18. Paton Ext Painting
19. Paton Demo and reinstall 8 cubbies.
20. Paton Repair room 20 roof edge
21. Paton remove tile and carpeting in 3 modular classrooms replaced with VCT tile
22. Paton repair boiler mud drums (both sides?) *to be done in Sept.*
23. Floral replace grease trap
24. High School install hot water heater
25. Town Hall roof leaks
26. Sherwood install door in Fishbowl
27. Town Hall & Senior Center gutters
28. Boiler Inspections *to be done mid to late Sept.*
29. High School & Oak Stage Fire Curtains
30. Fire Alarm Testing
31. Sprinkler System Testing
32. Tree removal and brush control at various locations
33. Oak repair drain line in science wing
34. Oak repair sink drains in rooms 307 & 309



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: **VII. Finance & Operations**  
**9/23/15**

MEETING DATE:

**B. Fiscal Year 2017 Budget Calendar: Vote**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve the fiscal year 2017 budget calendar?

BACKGROUND INFORMATION:

1. Mr. Collins, Assistant Superintendent for Finance and Operations, provided a draft calendar timeline that included major milestones and public meetings to the committee at the August 26, 2015 meeting.
2. The calendar is included for review.

ACTION RECOMMENDED:

That the School Committee vote to approve the proposed budget calendar for the 2017 fiscal year.

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



**SHREWSBURY PUBLIC SCHOOLS**  
School Committee



**FY17 Budget Development Calendar: Major Milestones and Public Meetings**

Date	Event/Action
8/26/2015	School Committee Workshop. Discuss Draft Calendar.
September	Administration begins development of Level-Services Budget with known/estimated cost forecasting.
9/9/2015	Finalize Budget Calendar
9/23/2015	Discussion: School Committee FY17 Budget Priorities and Guidelines
October	Review Budget Development Timeline with SLT, DLT, School Councils
10/7/2015	Vote School Committee Guidelines and Fiscal Policies
12/9/2015	Budget Workshop
1/6/2016	Presentation of Superintendent's Budget Recommendation to School Committee
1/20/2016	Special Education Budget Presentation
1/27/2016	Gov. Baker Releases his State Budget. State aid figures to Shrewsbury included.
January 29 <sup>th</sup>	Town Manager Releases Initial Town-wide Budget Recommendation
2/3/2016	Curriculum and Instruction Budget Presentation
2/24/2016	-Technology Budget Presentation -Public Hearing
3/5/2016	Finance Committee Hearing [Saturday morning]
3/30/2016	Budget Workshop
4/6/2016	School Committee Vote FY17 Budget Recommendation for Town Meeting
5/11/2016	Budget Workshop [preparation for Town Meeting]
May 16,18,19	Annual Town Meeting
July	State Legislature Finalizes State Budget-Final State Aid Figures Determined. Adjust budget plans as necessary.

*\*Additional meetings and/or workshops will be scheduled as needed.*



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: **VIII. Old Business**

MEETING DATE: **9/23/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **IX. New Business**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **X. Approval of Minutes**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS  
School Committee



ITEM NO: **XI. Executive Session**

MEETING DATE: **9/23/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session for the purpose of discussing negotiations with the Shrewsbury Education Association Unit A, where discussion in open session may have a detrimental effect on the bargaining position of the public body?

BACKGROUND INFORMATION:

That the School Committee discuss the information presented and take such action as it deems to be in best interests of Shrewsbury Public Schools.

ACTION RECOMMENDED:

That the School Committee enter into executive session.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara A. Malone, Director of Human Resources  
Dr. Joseph M. Sawyer, Superintendent of Schools

ITEM NO: **XII. Adjournment**